

"I had no idea that the Library has so much to offer!"
The Cephalonian method of library induction: shaped by students,
for students, and starring students!

Charlotte Brown and Simon Hart

(A transcript of the presentation given at the Lianza Conference, 12th October, 2009)



*Where are those happy days, they seem so hard to find
I try to reach for you, but you have closed your mind
Whatever happened to our love
I wish I understood
It used to be so nice, it used to be so good
So when you're near me, darling can't you hear me
SOS
The love you gave me, nothing else can save me
SOS
When you're gone (when you're gone)
How can I even try to go on?
When you're gone (when you're gone)
Though I try how can I carry on?*

*You seemed so far away though you were standing near
You made me feel alive, but something died I fear
I really tried to make it out
I wish I understood
What happened to our love, it used to be so good
So when you're near me, darling can't you hear me
SOS....*

Simon: “Are you trying to connect with your community? Well we are going to tell you about how we connected the library with students, and students with the library.” (points to slide)

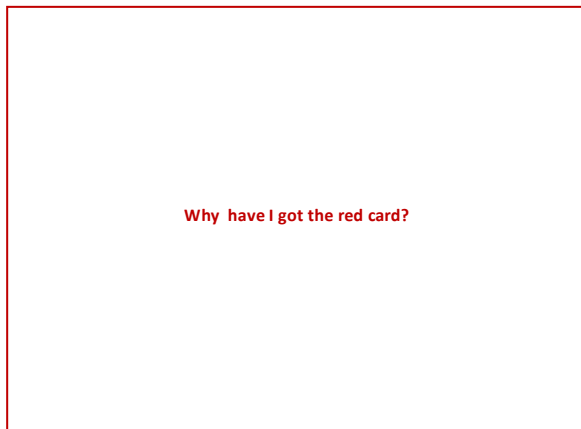
1. A presentation method that anyone could use – this can be adapted to any class size, setting, or subject matter
2. Our specific context – how we applied this method at Otago to make library instruction more engaging and memorable.

(Laughter)

www.wordle.net

kind volunteers, who are holding a card for us, we going to ask you to stand up, and in a big loud voice, read the question on the card. So, who has got the red card?"

A woman near the front of the audience stands up and asks: "Why have I got the red card?"



Simon: (changes the slide and asks the audience) "Did everybody hear that? Why has she got the red card? Has anyone got any ideas?"

Charlotte: (repeats) "Why has she got the red card?"

Simon: (asks the woman) "Have you been naughty?" (asks the audience) "Did you notice what we did there?" (summarises) "We repeated the question, we asked the audience if they had the answer, and then we added value to what you said. So this is how it works."

Charlotte: "In an ideal class, the audience's attention is immediately engaged. Students are at ease, alert and interested, and ask a lot of questions. Unfortunately, this is not what happens in some library orientation sessions: the students just refuse to interact, and it is difficult to gauge their level of knowledge. This could be because they're suspicious of our unfamiliar faces and might not want to admit that they don't know how to use the library - especially in front of their lecturers!" (Hegarty 2008, p.40).



"blank faces, glazed over eyes and stifled yawns"

Hegarty 2008



"Changing students' approaches to the subject matter they learn is the key to improving their learning"

Ramsden 2003

Simon: "This is why we need to re-orientate them to their learning, and encourage them to ask questions, and how are we doing that? Well, with bribery!"



"Ask, don't tell. And if you can structure the lesson to get students to ask the questions, so much the better."

Cooperstein and Kocevar-Weidinger 2004

Charlotte: "We gave them question cards - just like the audience today - but to keep it random and unpredictable, keep us on our toes, we don't know what order these questions are going to be asked in, but the cards are colour coded, so we're going to ask for people to read out the questions on the cards of a particular colour. We're going to introduce information in stages and build upon topics from the simple to the more complex."

Simon: (to Charlotte) "You mean scaffolding?" **Charlotte:** (To Simon) "Yeah."

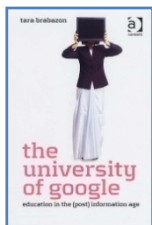
Simon: (asks the audience) "Who has got the blue card? Ok, so we've got a blue card in the front there, do you want to stand up and read it out?"

Why do people turn to Google first?

Audience: "Yes," **Charlotte:** "Why?"

Audience: "It's fast" "You get an answer quickly"
"You always get something" "Useful background"

Simon: "We want to encourage students to be smart when they're using Google, and go beyond Google. So, has anyone read this book? *The*



University of Google by Tara Brabazon? OK, did you like it? Shall I read you some quotes out of it?" What she was doing, was talking about the experiences she was having as a university teacher, and she said:

'These problems are not caused by Google. Instead, the popularity of Google is facilitating laziness, poor scholarship, and compliant thinking'

And she goes on to say,

'Books are sitting on library shelves so they ignore them. Instead, poor quality online materials are used as an avoidance strategy to dismiss important scholarly work. Clicking replaces thinking.' (Brabazon 2007, p.15)

Simon: (pauses for dramatic effect, then adds)
"Cutting and pasting replaces writing."

Charlotte: "Advances in scholarly communication and technology have changed the ways in which people respond, when they need information."



"I'm sure I can work it out for myself"

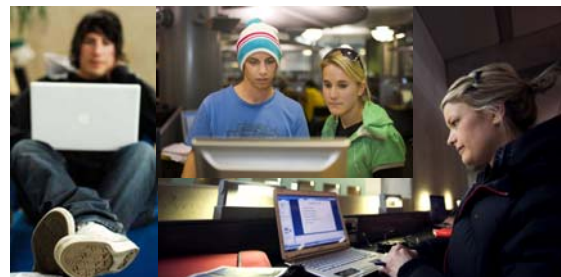
Otago University Student 2009

Audience member: "Why do people turn to Google first?" (Simon knows that this question is on slide 15 in the sequence, so he punches these numbers on the keyboard to jump straight to that slide) Charlotte repeats the question, and then asks the audience "Does anyone have any ideas? Do *you* turn to Google first?"



"Library users demand 24/7 access, instant gratification at a click"

Rowlands et al 2008



"Technologies have modified students' educational expectations and their learning styles"

Hollister 2004

Simon: "Many of you will have read the CIBER study that came out in 2008, that talks about information seeking behaviours, and there's a bit of a debate about whether we're digitally savvy, is there a digital native? Is it a myth, is it a reality? Do generation-x or generation-y have a set of behaviours? What is the Google generation? I'm now calling it the generation '*Whatever!*'" (Laughter)

Charlotte: "So today's students are independent, they like to work things out for themselves. They may claim to be savvy, but they don't know what they don't know, and they can find it difficult to find quality information. Does anybody else have a blue card?"

Simon: "Can you please read that question for us? Use your lungs!"

Audience member: "So, what does the library have to offer?"

Simon: "So, what does the library have to offer?"
Can anyone suggest anything?"

Simon and Charlotte repeat the audience's answers so that everyone can hear them

"Librarians, yes, anything else?"

"Computers, what else is in there?"

"Books" "Quality information" "Neutral space"

So, what does the library have to offer?



"Libraries ... are places not only to find books,
but to discover a way of ordering and organising knowledge."

Brabazon 2007

Charlotte: "So, we have resources in our libraries."

Simon: "But students seem to be oblivious to them, y'know? Lecturers are telling us that students aren't using their course readings in the reference list, they're using Wikipedia and they're going to poor quality online resources."

Charlotte: "We also have a great range of services, and because we have free wireless, our students do come into the library, but they don't seem to realise there is a librarian around who can help."



"Consulting librarians or understanding ...
how to find and use information ...
is not commonly understood by students"

Godwin 2005



"A flexible, innovative and technology enriched learning environment that
will ensure differing student learning and study needs are provided for."

Pharo, 2009

Charlotte: And we also offer a range of learning spaces, so we have a lot of different study spaces to suit different learning styles, students can learn independently, or they can work together in groups.

We've got comfy armchairs, through to silent reading rooms. Does anyone else have a blue card?"

Audience: Hooray!! (Applause, Laughter)

Simon: "Big loud voice!"

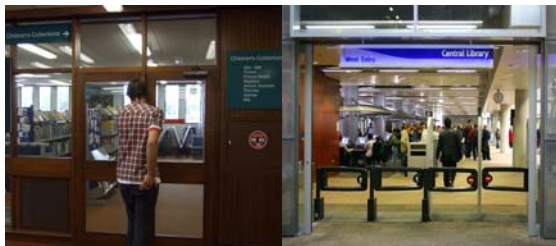
Audience member: "You mean I have to go *into* the library?"

Charlotte: "You mean I have to go *into* the library? Oh man! Have you heard that?"

Audience: "Yep"

Simon: "Why should they have to go into the library?"

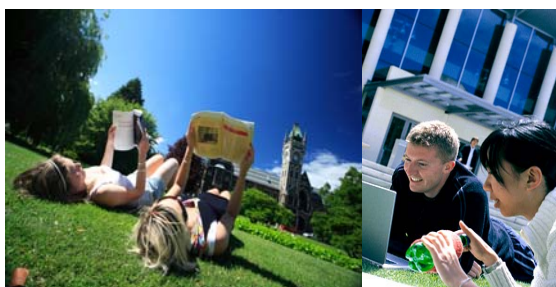
Charlotte: "So do you ever think this yourself? Do you find yourself leaning towards information that you can easily access online?"



"Many people find academic library buildings and staff intimidating... 'Library anxiety' can present a formidable barrier to use of the library"

Mellon 1986

Charlotte: "So, the library has been here a long time, but students' needs are changing. Mobile technologies and Smartphones are changing the ways that students find, access and use information and that's just going to continue. The importance of the role of the library is slipping in favour of Google."



"students also learn out of the classroom"

Bell 2000

Charlotte: Does anyone have a green card?"

"You mean, I have to go into the library?"

Audience: "Yes"

Charlotte: "So, one reason that students may not want to come into the library is that it can be intimidating. Library buildings can be intimidating, and so can library staff"

Simon: "ROAR!"

(Laughter)



"the established role of the library as a physical space housing racks of books is looking increasingly out of step with the needs of students"

JISC (Joint Information Systems Committee) 2009

Simon: "We also need to recognise that learning occurs outside the classroom. Back in 1966 Wilson found that over 70% of what we learn we're learning outside of the classroom"

Charlotte: "And we've actually been telling people that they don't need to come into the library any more, our catalogues are online, our resources are online."

Why are you doing this?

An audience member stands up, laughs, and asks, "Why are you doing this?"

Charlotte: "Why are you doing this? Why are we doing this, has anyone got any suggestions?"

Audience member: "To help us pass"

Simon: "Yep, to help us pass? Yep!"

Charlotte: "So, you're probably starting to get the idea that we think that it's important that students know about the library, our resources and our services. This method allows us to go out and be in the student space, they get to see

our faces and we give them a personal invitation to come into the library and see us"

Simon: "And we want them to see us as personable, and that they can come and ask questions"

Charlotte: "So we all know that students are very busy, and that they have conflicting priorities during orientation, and that the library tour times don't necessarily fit into their very busy schedules. So, we want to make sure that more students can succeed, so how do we get them from this...



"Students in their first year of study make the largest group of non users"

Toner 2008



"one of the hallmarks of the lifelong learner is the ability to take control of one's own learning"

Candy 2000

...to this?"

Simon: "Well the University of Otago has a charter, and in that, it tells us that when we're approaching people's learning needs, we need to focus on developing attributes in information literacy, critical thinking, lifelong learning, research, scholarship and teamwork. Oh, I'm doing the next one as well"

Charlotte: "Are you going to change the picture?"

Simon: (referring to the image in the slide) "Isn't it lovely? I had to put this one in; it's the lifelong learner, OK? We're trying to encourage students to change what they're doing, re-orientate them to their learning.

To be a lifelong learner, to learn how to be, to learn how to know, to learn what to do, and to learn to live together."

Charlotte: "Does anybody else have a green card?"

Simon: "Stand up, in a big loud voice, read it out"



"It is helpful to remember that what the *student* does is actually more important in determining what is learned than what the *teacher* does"

Shuell 1986

The poor volunteer protests, "I AM standing up!" (Raucous laughter)

How do people know what the library has to offer?

Simon: "Thank you, sorry, I was multi-tasking, but look!" (Points to the slide displaying the question)

Audience member: "How do people know what the library has to offer?"

Charlotte (repeats the question) "How do people know what the library has to offer? Any ideas?"

Audience: "They look at our website"

Charlotte: "Yes, Anything else?"

Audience: "Their friends tell them"

Audience: "Their lecturer tells them"

Simon prompts: "Perhaps they might go on a..?"

Audience: "Tour"

Charlotte: "A library tour?!!"

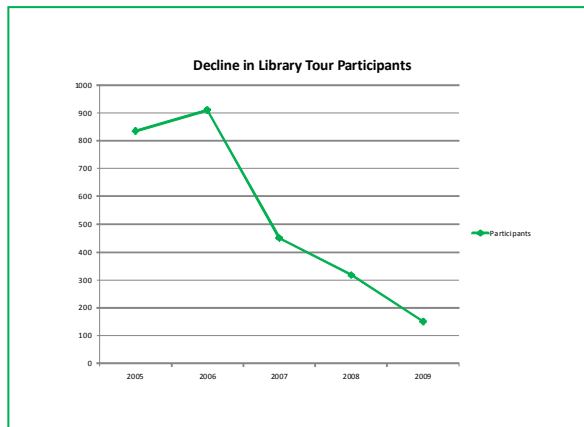
As the slide showing the declining tour stats appears, the introductory bars of ABBA's SOS can be heard again, much to the audience's amusement. As the audience laugh, Simon and Charlotte tell a sad story...

Simon: "Well, our stats are down, we're only getting, 3 or 4 students per tour group, and we don't think it's the best use of our resources"

Charlotte: "And our helpdesk has been removed, because no one came to it anymore, to ask questions"

An audience member yells out, "Where was it? A cupboard?!" (Laughter)

Charlotte (answers) "Ground floor!"



"If students are not coming to the library, librarians need to go out to them"

Bell 2000

Simon: "So, if students aren't going to come to us, we're going to hunt them down."

Charlotte: "So because we're not sitting at the reference desk, twiddling our thumbs, we can go out to lecture theatres, and find students in their own space, and reach them in that traditional learning environment."

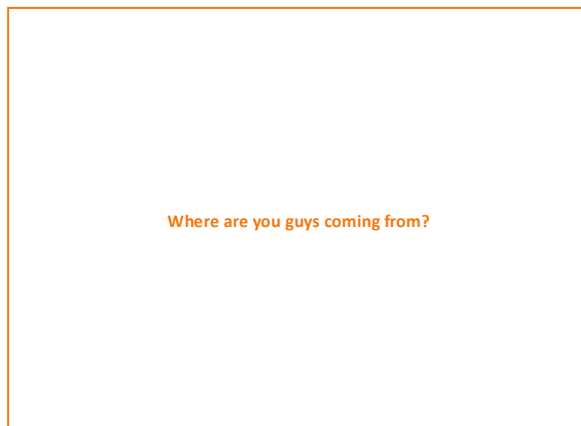


"Students often get their information from each other"

Godwin 2005

Simon: "We also recognise that students are no longer asking us questions, because they're asking each other. We want to try to intercept those conversations, and correct some of the misinformation. Students give more credibility to what other students say than what we say. A lot of what we think they need to know, they think is irrelevant."

Charlotte: “So we’re trying to unleash the student voice, and we’re encouraging them to support one another in their learning. Does anybody have an orange card?”



An audience member holding an orange card asks: “Where are you coming from?”

Charlotte: “Where are we coming from? Were you listening to our introduction?”

Simon: “Do you know where we’re from?”

Audience member: “OTAGO!”

Simon: “Give that lady a chocolate!”

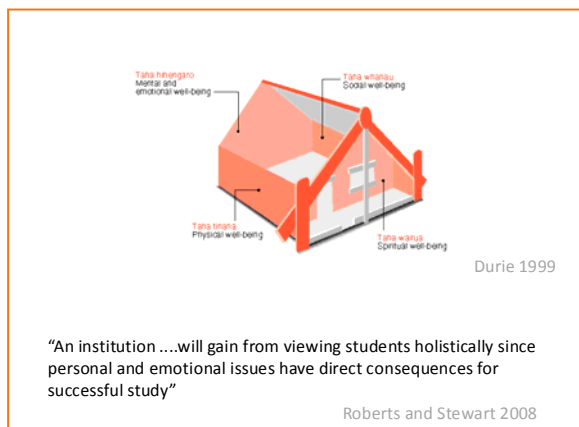
Simon: “So where are we coming from? We’re using evidence-based research paradigm to support our practice. We’re being systemic, and making sure our activities align with the university’s strategic direction, and the Teaching & Learning plan.

We’re being collaborative with community and we want to undertake sustainable activities.



“The technique builds knowledge/skills until learner can stand on their own, similar to scaffolding on a building”

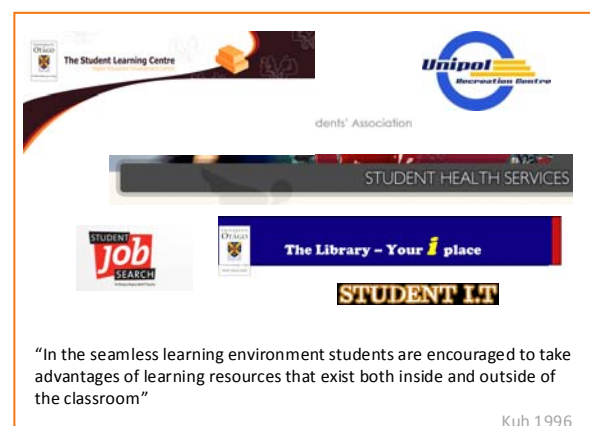
ERIC 2003



Some of you would have seen this model before. It’s the Hauora model from Mason Durie, and the four walls of the Whare represent well being, the notion of the community, the mind, the spirit and knowledge.

We want to re-orientate students to their learning, not just the library skills, but we want to consider the whole student, their academic life, their social life, and their physical well-being, all aspects of the student world.

It’s a seamless environment, and we’re just one area that they need to draw upon to maximise their learning.”



Charlotte: “Does anybody else have an orange card? Yes, can you please read the question?”

Am I stuck on this island for a whole week?

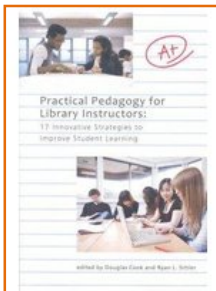
Audience member: “Am I stuck on this island for a whole week?”

Charlotte: “Am I stuck on this island for a whole week? What a random question! Does anyone know the answer? Yes? (Laughter) So what are we on about? Well, as a relatively new teaching librarian, I was trying to explore ways to make library instruction a bit more interesting and engaging for students”

Simon: “And we’d already tried the ‘Amazing Race’ through the Science library, and we’d run a treasure hunt, and that’d been really successful in trying to orientate first year Health Science students from one side of the campus to the other, to discover what the library had to offer, but it really wasn’t sustainable in large numbers. We couldn’t do it in the time frame that we had with lecturers, and as I said before, we need to do

something sustainable.”

Charlotte: “So, when I found a chapter in this book, *Practical Pedagogy for Library Instructors* which included a chapter by Nigel Morgan and Linda Davies from Cardiff University about a more



“The inspiration for our change to library orientation sessions was a vacation company introduction to the Greek Island of Cephalonia experienced by Linda”

Morgan & Davies 2008



“Dreading the obligatory one-hour poolside lecture in the scorching heat, she was ...very surprised when, along with several others, she was handed a question card.”

Morgan & Davies 2008

sustainable orientation model, I was quite excited. So I’ll just read you an extract:

‘The inspiration for our change to library orientation sessions was a vacation company introduction to the Greek Island of Cephalonia experienced by Linda...

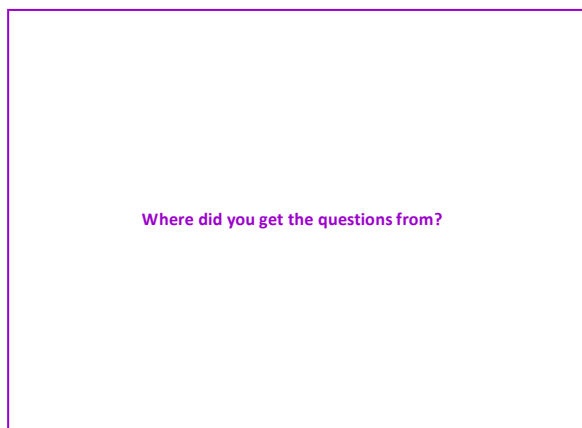


“Linda’s question was ‘Am I stuck on this island for a whole week?’ This was a cue for information about trips to nearby islands and the Greek mainland...”

Morgan & Davies 2008

Dreading the obligatory one-hour poolside lecture in the scorching heat, she was relieved...but was very surprised when, along with several others, she was handed a question card. The ...company reps turned the traditional session on its head by asking everyone holding a card to stand up and read the question aloud. The questions were designed as prompts to enable them to pass on all the necessary information in an informal and memorable way. Linda’s question was ‘Am I stuck on this island for a whole week?’ This was a cue for information about trips to nearby islands and the Greek mainland....This format was used to convey all the essential information to enable everyone to enjoy their holiday and it struck Linda at the time that it would be possible to adapt this for library orientation.’ (pp.21-22)”

Charlotte: “Does anyone have a purple card?”



Audience member: “Where did you get the question from?”

Simon: “Where did we get our question from? Does anyone have any ideas?”

Audience member: “Students!”

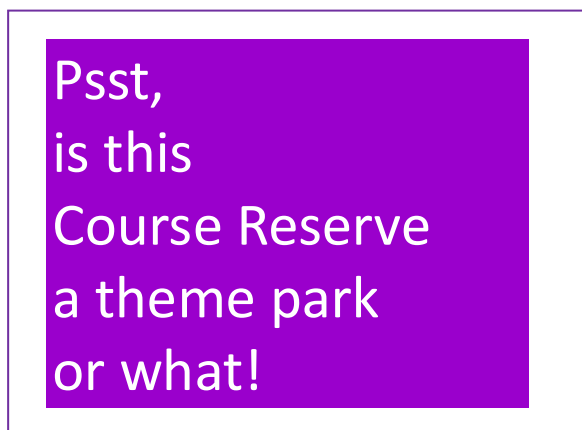
Simon: “Yes! Exactly, thank you so much”

Charlotte: (directing candy-man) “Lolly!”

Simon: “Yes, a box of lollies! Well we started off by asking a group of second year students: What is it that they wished that they’d known in their first four weeks of university, in their year of study?”

Charlotte: “And we also surveyed our student assistants who work in the library – we asked them what kind of questions were other students asking them? And it wasn’t all about the library.”

Simon: “We also asked first year course lecturers what they wanted their students to know, and we went out to other student support services and said, what is the most important thing you want



students to know about your service?”

Charlotte: “So here’s an example of one of our questions, ‘Psst! Is this Course Reserve a theme park or what?’”

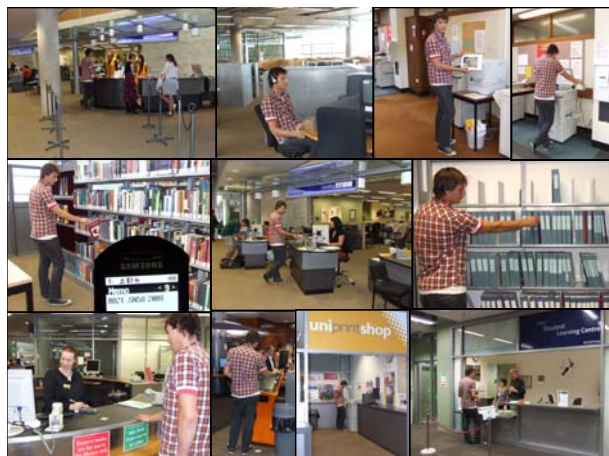
Simon: “Um, like, how is a first year student gunna know what course reserve is, come on?”

Charlotte: “We use so much library jargon”

Simon: “Has anyone read the Zen of PowerPoint? (points at the slide) 72 size font, OK, and using a colloquial tone. Hopefully we’re not killing you with PowerPoint today, go and

read that book!”

Charlotte: “And here’s our corresponding answer slide. Because we weren’t taking the students on a real tour of the library, it was very important that we had these visual cues, so that they could see the Reserve desk, where the library was in the first place, and the different desks in the different branch libraries. And here are some examples of



Course Reserve a theme park?



Course text books
Online articles
Videos / DVDs

other questions that we asked,”

Simon: “Mum’s emailed me a picture of my pet tuatara, where can I print it out?”

Charlotte: “This was a prompt for information about printing in the library and on campus”

Simon: “How do I get the exam answers?”
(Laughter)

Charlotte: “We didn’t tell them the answers, but we did tell them where they could find copies of past exam papers, both online, and in the library.”

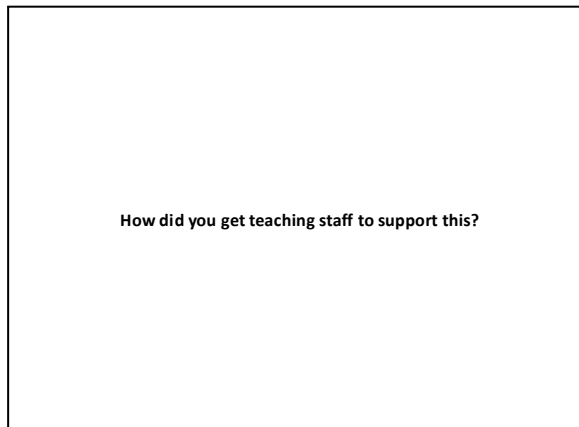
Simon: “How do I get better marks?”

Charlotte: “So we let them know about the student learning centre”

Simon: “Oh Gosh, Where is my cell phone?”

Charlotte: “So we told them about the lost property service. And you’ll see we have the same student in every image, getting around campus, using all of our services, so we developed a bit of a character.”

Charlotte: “So, does anybody have a black card?”



Audience member: “How did you get teaching staff to support this?”

Charlotte: “How did we get teaching staff to support this? Does anyone have any ideas about what we could’ve done to get them onboard?”

Audience member: “Bribery!”

Charlotte: “Bribery? That’s a good one!”

Simon: “Well actually we just hijacked their sessions, we already had some buy in, but we said that we wanted to try a new approach, and that it was research informed. So, where have we done this?”

Charlotte: “We’ve done this in eight different subject areas, we’ve done it in first semester papers, in second semester papers, in first year, second year, and third year papers, so it’s quite adaptable”

Simon: “One study has actually found that two thirds of lecturers are actually willing to give up content time in the lecture, to connect students with the course content outside of the lecture”

Charlotte: “And here’s a quote from one lecturer, ‘Yes, I felt it was time well spent’” (Laughter)



One study found that 68% of academics will make time for library content in lectures

Pan et al 2009



Charlotte: “And here’s some more feedback, so you can see that the lecturers thought it was a lot of fun, they really enjoyed being part of the audience for a change, and they liked that it got the students participating”. One lecturer has already tried using the method already himself.”

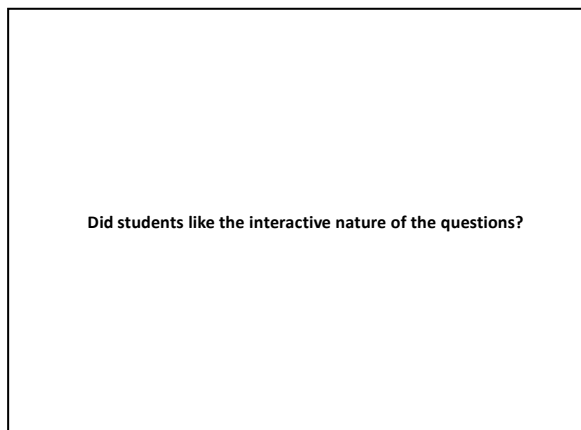
Simon: “One really, really interesting thing – the lecturer got up at the end and said to the students, ‘The medium is the message’ and, ‘it got the course off to a good start.’”

Charlotte: “So here’s some more feedback, ‘It broke the ice’”

Simon: “‘Really positive’ and we also got some helpful feedback. We learned that it pays to take advice from the lecturer...”

Charlotte: “And use a microphone!” (Laughter)

Simon: “Cos when we first did this, we did it in a room with 450 students, and they got a little bit enthusiastic. Now can I just point something out here at the top? FANTASTIC!”



Charlotte: “Does anyone else have a black card?”

Audience member: “Did the students like the interactive nature of the questions?”

Charlotte: “Did the students like the interactive nature of the questions? What do you think?”

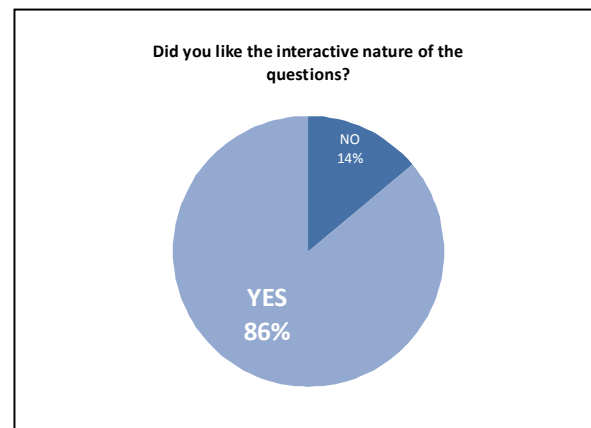
Simon: “Well, did you like the interactive nature of the sessions?”

Audience: “Yes!”

Charlotte: “So, we actually surveyed the students, to find out what they thought”

Simon: “And this is what we got” (reveals slide)

Charlotte: “So yes! They did like the interactive nature of the session, or at least, 86% of them did, but we were a little bit worried about those that didn’t. Luckily we had a free text box, so we got some helpful feedback. What was not so good was that it took so long to get students to volunteer, that we wasted a bit of time at the start and that meant the rest of it was a little bit rushed. And of course some of them got way too excited; we’d seriously underestimated the power of chocolate over first year students.” (Laughter)



Simon: “And there was also a little bit too much interaction at times, and in some situations we had



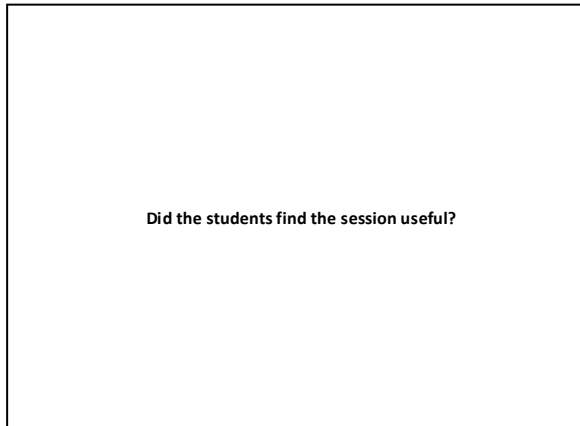
to have some rules, which we haven’t had to do with you guys here today, but we had to ask them to put up their hand to answer the question, we also would sometimes just respond to the loudest or first person to speak out. And it really helps to have rewards, helpers to give out the rewards, and also to collect up the cards. And what we actually did, is we got a lot of feedback every time that we did this, and we adapted it as we went so we hope to get some feedback from you as well, because we hope to adapt it in the future”

Charlotte: “So 86% liked the interactive nature of the sessions, they preferred it to the traditional lecturing style, because it made their lecture much more interesting”

Simon: “And can I just point out (again) FANTASTIC?”

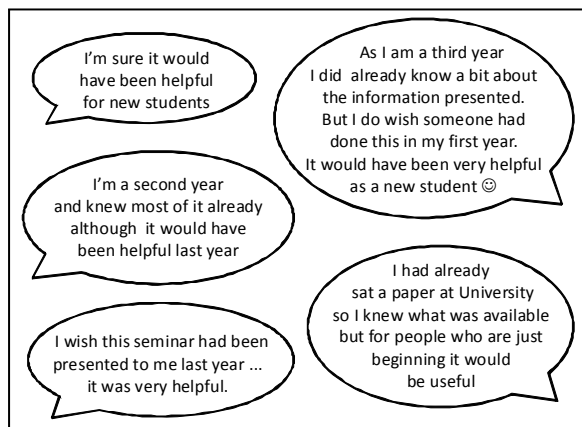
(Laughter)

Charlotte: “Does anybody else have a black card? I think we should have more”



Simon: “So this is what we got!” (reveals slide)

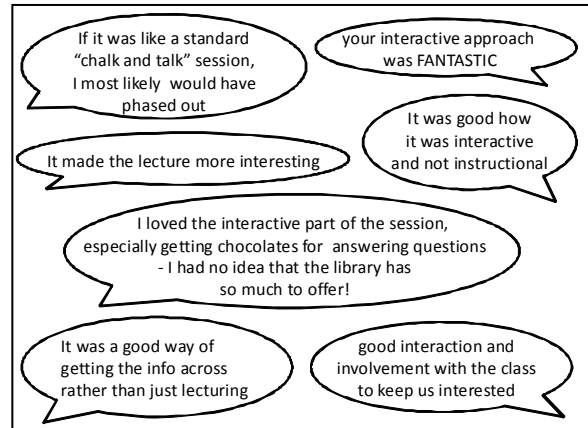
Charlotte: “91% said yes! It was useful, but again, we were a wee bit concerned about that 9% who didn’t find it useful, until we looked at the comments and found out that they weren’t first year students, they were 2nd years, 3rd years, and they already knew quite a lot about the library, but they didn’t seem to mind the reinforcement, they still picked up some things they didn’t know, and they all thought that it would be helpful, if they



Simon: “And everyone, on cue, it was...?”

Audience: “FANTASTIC!”

Charlotte: “Thank-you”



An audience member stands up

Simon: “Hi”

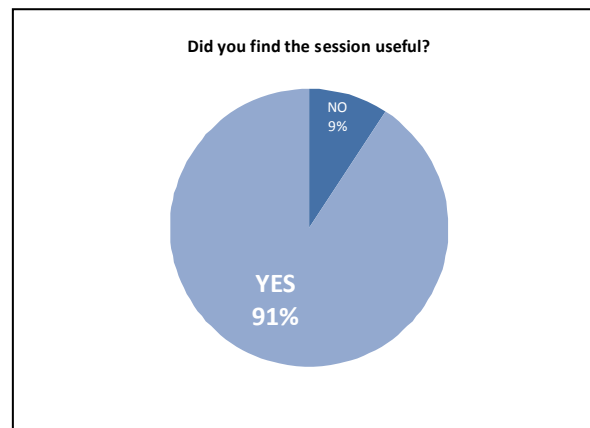
Audience member: “Did the students find the session useful?”

Charlotte: “Did the students find the session useful? Another question that we asked our students, what’re you think that they said?”

Simon: “Are you guys finding this useful?”

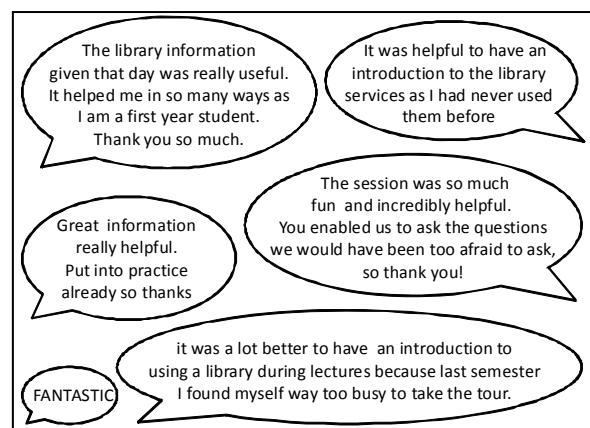
Audience: “Yes”

Charlotte: “Good!”



were in their first year.

And the first year students confirmed this, they said ‘this kind of information helps us a lot, thanks’, ‘it’s really helpful’, ‘incredibly helpful”



Simon: “Here’s the real evidence”



Charlotte: “So in a traditional library tour, our enrolments were dropping from 5 students to 4, to 3, so we had one librarian for 20 minutes on a tour, with up to 5 students. Compared with the Cephalonia method, in the same amount of time, 20 minutes, we were getting on average 193 students. Yes, there’s 2 of us, so that’s still over 90 each, so here you can see the difference.”

**Sustainable Library Orientation:
Number of Students**

January-March	Sessions	Students	Average
2007 Tours	138	451	3
2008 Tours	89	318	4
2009 Tours	28	151	5
2009 Cephalonia	4	770	193

Simon: “So it’s an effective, sustainable liaison model. We’re unleashing the students’ voice, we’re re-orientating them to their learning, and we’re getting them to ask one another, to share what they know and we’re fostering learning communities.”

Simon: “Right, we have one more card, who has the hot pink card? It must be out there, who has the hot pink card?”

Charlotte: “Oh! I have the hot pink card!”

Simon: “Oh! In a big loud voice, would you like to read it out?”

Charlotte: “Do YOU have any questions for us?”

Do YOU have any questions for us?

Audience member: “*Did the students ask their own questions?*”

Simon: “The question was did the students ask their own questions and they certainly did when the lecturer afforded us more time, (turns to Charlotte and asks) what was that one, ‘Does the library actually have any books you can read?’”

Charlotte: “Yea”
(Laughter)

Simon: “We were just, like, we’ve got one whole floor of that library covered in fiction, y’know!”

Charlotte: “Yes, and we took the questions that they asked at the end, and we added them into future presentations. Any other questions?”

Audience Member: “How do you allocate the question sheets?”

Simon: “How do we allocate the question sheets? Well, what you didn’t see, if you came in late, was that we actually walked around and handed them out to people. But we do normally call for volunteers, but we thought with the time constraints today, we’d hand them out to people we know!”

(Laughter)

Audience Member: “You mentioned that you used this for third years as well, was that strictly just for induction?”

Charlotte: “Ah, that was a wee bit different, I used this in a 3rd year Research Methods paper for Classics, and what I did to figure out what questions to ask, was I interviewed the Postgraduate students and asked them what they thought that these students would need to know, and so it wasn’t really introductory information about being on campus, it was information that they needed so that they could move on and get into research and post-graduate study”

Simon: “And sometimes we’ve organised this so it’s orientated around a particular assignment and getting particular resources and we had an awful lot of fun when the topic was on sex tourism (Laughter) and we dared them to go out and Google that and see what they find. One more question at the back there?”

Audience: “How did you evaluate? How did you get the feedback? How long did it take you when you’ve got 190 students filling in a form?”

Simon: “It was really easy! We’ve use the learning management software Blackboard at Otago – we actually went to the students when they were in a computer lab and we asked them to do the survey then. And we also talked to them a lot – one really exciting thing was I recognised a face in about the 3rd of 4th session – it was the same student!”

Charlotte: “He was there for the lollies” (Laughter)

Simon: “Yep, he heard we were coming and so he came to the lecture even though he wasn’t enrolled in the paper!”

Simon: “Now I’ve got one question for you – how are you going to use this in your community?”

Charlotte: “We’ve shown that it’s quite adaptable!”

(Applause)

Simon: “Thank you so much for coming along and – you notice that we’re quite enthusiastic people? So please come up and ask us some more questions, we’re more than happy to answer them. We’ve also got some handouts here for the lucky few, if you would like a copy of our slides and the questions, and there is a set of references there as well...”

The audience rush towards the stage; Charlotte and Simon look nervously at each other...

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